Linguistics 251A/B: Topics in phonetics & phonology    Winter 2021

Phonetics & phonology of code-switching/code-mixing

SYLLABUS

<table>
<thead>
<tr>
<th>Time</th>
<th>Thursdays 12:00-2:50 PM</th>
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</thead>
<tbody>
<tr>
<td>Place</td>
<td>Zoom—see CCLE for link</td>
</tr>
<tr>
<td>Professor</td>
<td>Kie Zuraw [ˈkʰajˈzɝ], pronoun she</td>
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<tr>
<td>E-mail</td>
<td><a href="mailto:kie@ucla.edu">kie@ucla.edu</a></td>
</tr>
<tr>
<td>Student hours</td>
<td>Tuesdays 1:00-3:00</td>
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<td></td>
<td>See CCLE for my Zoom “office” link</td>
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</tbody>
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Web page

log in to ccle.ucla.edu and you should see Ling 251A/B in your list of courses

Code-switching—there’s so much to say about it! Sociolinguistics, psycholinguistics, syntax… But what about phonetics and phonology? The literature there isn’t vast, and there’s a lot of room for new research.

Some of the big questions
- In a mixed utterance, what are the sociolinguistic and linguistic factors that affect which phonology is applied to which word?
- How do phonological factors affect switchability, within and across words?
- How does the delay caused by “switching cost” affect cross-word phonological rules?
- What can we learn about multi-lingual/multi-variety phonetic categories?
- What can we learn about the control mechanisms for language production?
- What can we learn about perceivers’ expectations and how they navigate violations of those expectations?

Join me in exploring this literature and coming up with some new research directions.

Course goals
- Get a handle on the literature
- Generate some research ideas!

Readings
- We will use perusall.com to collaboratively annotate readings before class
  - Make an account
  - See CCLE for the code needed to sign in to our course
  - All readings are uploaded there

CCLE
- This is our home base: handouts, weekly checklists, surveys, discussion forum…

Requirements
- For 0 units: you’re welcome to attend and participate as much or as little as you like
- For 2 units:
  - Read the readings
  - Take turns facilitating discussion
  - Contribute 2-3 readings to our list (or just 1, if many enrolled)—this will help tailor the readings to students’ interests
  - Participate in a small (re)writing exercise we’ll do
- For 4 units:
  - All of the above plus a project (see below for ideas)
Project ideas

- Replicate a finding using a corpus
  - Maybe vary languages or some other factor
  - E.g., VOTs in German-English corpus: www.idiap.ch/dataset/code-switching
- Design an experiment, including generating some fake data to analyze.
  - E.g., extend some VOT method to pair of languages that have a different number of VOT contrasts (e.g. Hindi-English)
- Do a literature review and synthesis of a specific sub-topic. E.g., what do we know about...
  - the intonation of code-switch sentences?
  - the phonetics and phonology of code-switching between AAE and MAE?
  - the effects of code-switching on lexical tone?

Dissertation ideas

As an exercise, I brainstormed 10 dissertation ideas that could come out of this course. Not all are equally feasible/interesting...

- Phonetic and phonological effects of code-switching in [a tone language]
- Phonetic and phonological effects of code-switching between [two sign languages]
- Phonetic effects of code-switching with mismatched contrast
  - e.g. one language has a 2-way VOT contrast and the other has a 3-way VOT contrast
- How sociolinguistic factors affect degree of phonetic/phonological switch in code-switching
- How degree of phonetic/phonological switch affects comprehension
- How degree of phonetic/phonological switch affects perceivers’ sociolinguistic impressions
- In code-switching, what phonological factors determine whether a word from Language B can bear morphology from Language A?
- Methods for identifying switch points in closely related varieties or languages
- The phonetics and phonology of genuine vs. mock code-switching
- Modeling diachronic convergence as a result of code-switching
  - i.e., languages in contact that, over time, develop similar phonetics and phonology

Writing exercise

- Part I: We each take a paragraph from a publication and make a version that is worse, and a version that is better
- Part II: Later in the course, we each do the same for one of our own paragraphs (ulp!)

Discussion format

- We’ll be trying out the method from Soranno 2010 for student facilitation of discussion
  - I’ll explain in class the how and why
  - May be less work than typical proseminar format, if we don’t make handouts?

PAROSL

- I’m participating in UCLA’s “Peer-Assisted Reflection on Student Learning” program this quarter
  - Goal is to get support implementing the discussion method
  - A facilitator from the program will attend at some point
  - My faculty partner, Harold Torrence, may attend briefly but because of a scheduling conflict I’ll need to record some classes for his personal use

Mask celebrating Montreal’s unofficial (and officially disapproved) greeting. Available from store.teganandsara.com. Size is a bit small. 100% of proceeds go to Native Women’s Shelter of Montreal and Resilience Montreal.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Probable readings</th>
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</thead>
</table>
| 1 April 1 | Introduction  
Why do this  
Issues and definitions  
General background on code-switching | (none—you can just show up) |
| 2 April 8 | Sociolinguistic and psycholinguistic background | 1. Valdés 1981: microanalysis of Spanish/English requests  
2. Kachru 1983, ch. 7: code-mixing in India  
3. Houston Stanback 1983, ch. 4: code-switching in Black women’s speech (results chapter)  
4. Tsiplakou 2009: language-switching vs register variation in Greek-speaking Cyprus  
5. Grieser 2013: style-shifting in Washington, D.C.  
6. Schwartz & Kroll 2006: bilingual language processing  
7. Griffin 2012: very short encyclopedia entry on planning in language production |

*Why all the pictures? It’s an ongoing project; I can elaborate in class…*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>April 15</td>
<td>Psycholinguistic, syntactic, and phonetic background plus room for a couple of your picks!</td>
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</tbody>
</table>

2. Bokamba 1988: how universal are the syntactic constraints? Bantu evidence  
3. Gollan & Goldrick 2018: syntactically driven switches  
4. Aboh 2020; code-switching in broader cognitive context  
5. Sundara, Polka & Baum 2006: phonetic categories in bilinguals (English/French t/d)
<table>
<thead>
<tr>
<th>Date</th>
<th>Studies</th>
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</table>
| April 22   | 1. Goldrick, Runnqvist & Costa 2014: Spanish/English, forced switching in experimental task  
<p>|            | 4. Toribio et al. 2005: Spanish/English                                   |
|            | 5. Uribe 2020: Spanish/English                                            |
|            | 7. Olson 2016: Spanish/English                                            |
|            | 8. Antoniou et al. 2011: Greek/English, varying language of experimental instructions |
|            | 9. Tsui, Tong &amp; Chan 2019: Cantonese/English, compares balanced vs unbalanced bilinguals |
|            | 10. Amengual 2012: Spanish/English, compares different types of bilinguals |
|            | 11. Brown &amp; Amengual 2015: Spanish/English, focus on cognates vs. non-cognates |
|            | 12. Li &amp; Gollan 2021: Spanish/English—this is reaction time in reading aloud, not VOT, but focusses on cognates, so I’m putting it here |</p>
<table>
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<tr>
<th>6 May 6</th>
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</table>
|   | • Vowels: getting multi-dimensional  
|   | • Cross-word phenomena  
|   | • Prosody  
| 1. Ojeda, Pérez & Wayland 2018: English/Spanish heritage speakers, vowels  
| 2. Elias, McKinnon & Milla-Muñoz 2017: English/Spanish heritage speakers, vowels  
| 3. Olson 2019: English/Spanish cross-word phonology, like spirantization  
| 4. Muldner et al. 2019: English/French, vowel quality, duration & pitch  
| 5. Olson 2016: Spanish/English, pitch & duration  
| 6. Holliday 2016: Biracial men’s use of peak delay as function of listener’s race  
| 7. Aly 2017a: Miami English/Spanish intonation  
<table>
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<tr>
<th>Date</th>
<th>Notes</th>
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</table>
| 7 May 13 | • Word-level issues  
*plus room for a couple of your pics*

1. Poplack et al. 2020: phonetic integration as a strategy for distinguishing loans vs code-switching  
2. Zabrodskaja & Verschik 2014: Russian/Estonian, code-switching between two heavily inflected languages  
5. Stefanich et al. 2019: Can you code-switch inside a word? Distributed Morphology approach

(no pic of Hilderman)
<table>
<thead>
<tr>
<th>8 May 20</th>
<th>Miscellaneous and space for some of your picks</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>1. Quinto-Pozos 2008: American Sign Language/Mexican Sign Language phonetic “interference”</td>
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<td>2. Khattab 2013: English/Arabic, children’s phonetic choices</td>
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<td>3. Wilson Ian &amp; Gick Bryan 2014: articulatory setting (English/French)</td>
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<tr>
<td></td>
<td>4. Shary 2016: articulatory setting (Spanish/English)</td>
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<td>5. Goldrick, Putnam &amp; Schwarz 2016: modeling code-switching phonetics/phonology with Gradient Symbolic Representations</td>
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<tr>
<td>9 May 27</td>
<td>• Perception and space for your picks</td>
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<td>1. Li 1996: listeners’ ability to identify switched words in a gating task (Chinese/English)</td>
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<td>2. Piccinini &amp; Garellek 2014: listeners exploit prosody of code-switching to aid comprehension (English/Spanish)</td>
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<td></td>
<td>3. Fricke, Kroll &amp; Dussias 2016: listeners exploit duration and VOT cues to upcoming switch (English/Spanish)</td>
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<td></td>
<td>4. Shen, Gahl &amp; Johnson 2020: effect on listener of withholding phonetic cues to switch (Chinese/English)</td>
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| 10 June 3 | • Space for more papers of your choosing |

**Full bibliographic info**


